UbD Chapter 8, MI chapters 8, 11 and 12 Reflection

Two themes can be drawn from these four chapters. The first is treating students equally on an individual level. All students have different learning styles, by accepting and understanding this teachers must use strategies that appeal to all styles. Because all students learn and process at different rates grades should reflect end of the unit knowledge, not what they may or may not have known before teaching them. If a teacher used the same classroom management techniques at all times students who do not respond well to those techniques may be viewed as a disruptive student. Different classroom management strategies incorporating all the MIs would be more effective, different students would respond differently to each technique. If instruction methods include MI theory special education students may benefit. Some special education students have inclinations towards certain MIs if teachers are involving different MIs special education students would have opportunities to use their strengths. The second theme of the readings can be summarized by the topic of chapter 12 of the MI book: MI theory and cognitive skills. Students who are more developed in a particular MI tend to think in a process similar to that intelligence. This chapter provided examples for each MI of how students remember information and what types of problem solving strategies they use. This knowledge as a teacher should be kept in the forefront when planning grading methods, classroom management strategies and in activities that include special education students.

The six principles for successful grading I found helpful. I thought the principles reflected the values of backward design; a teacher should determine what they want the students to know at the end of a unit, if a student masters that knowledge and skill they should receive a high score for the class. Grading extraneous busy work that does not reflect progress or mastery is a waste of time for the student and teacher. The examples provided for classroom management using the MI theory brought me a new perspective on classroom management. I had not considered how different techniques would work better for some and not others simply because of MI. No longer will I think of students as ‘disruptive’ or ‘well-behaved’ I will just need to find other methods for managing behavior that better suits all students. The message I received from the discussion of special education and MI theory is that teachers should include all students, special education or regular education in a variety of activities. The theory of MI promotes accepting differences and celebrating diversity, what better way to do this than to enhance lessons so all students have the opportunity to learn in ways best for them as individuals!